

Annual Report to Our Patrons

The 2018-19
School Year



**FAYETTEVILLE
PUBLIC SCHOOLS**
Since 1871



2018-19 Snapshot

- 10,017 students
- 859 certified staff
- 581 classified staff
- 80 National Board Certified Teachers
- Average teacher's salary: \$59,800





Our Students

Caucasian: 68%

Hispanic: 12%

African American: 10%

Two or More Ethnicities: 6%

Asian/Pacific Islander: 4%

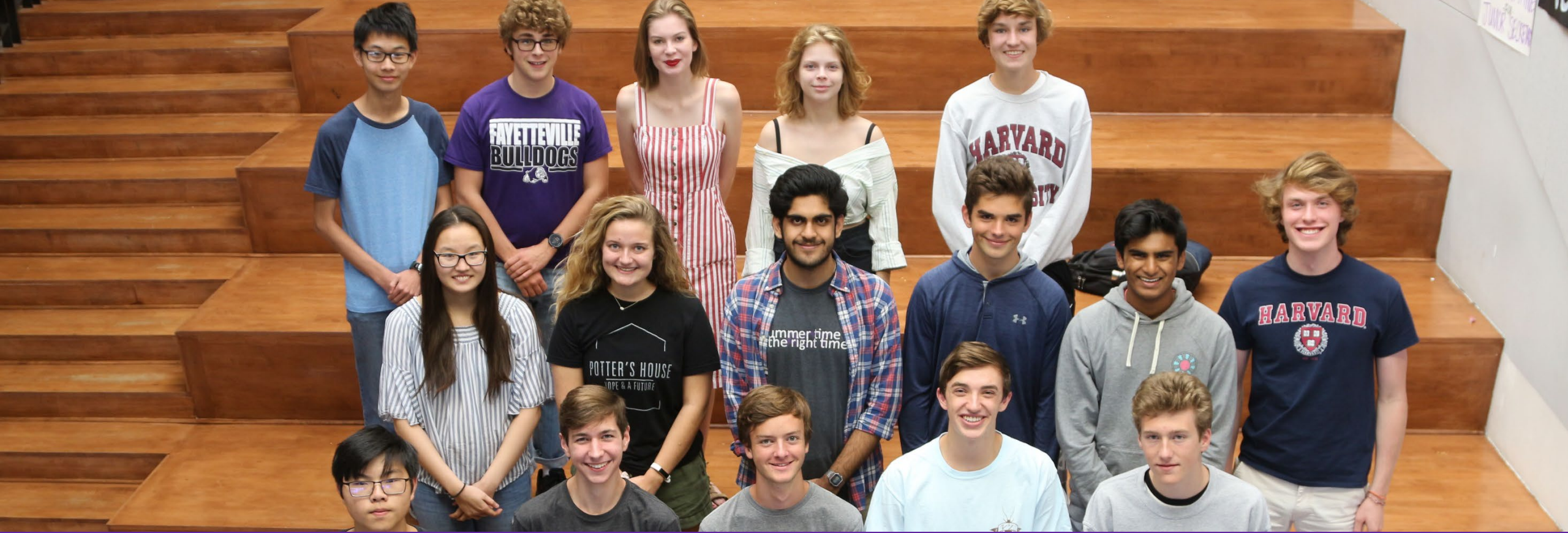
Native American: .5%

14.89% Special Education

10.46% Gifted & Talented Education

7.80% ESL

39% qualify for free/reduced meals



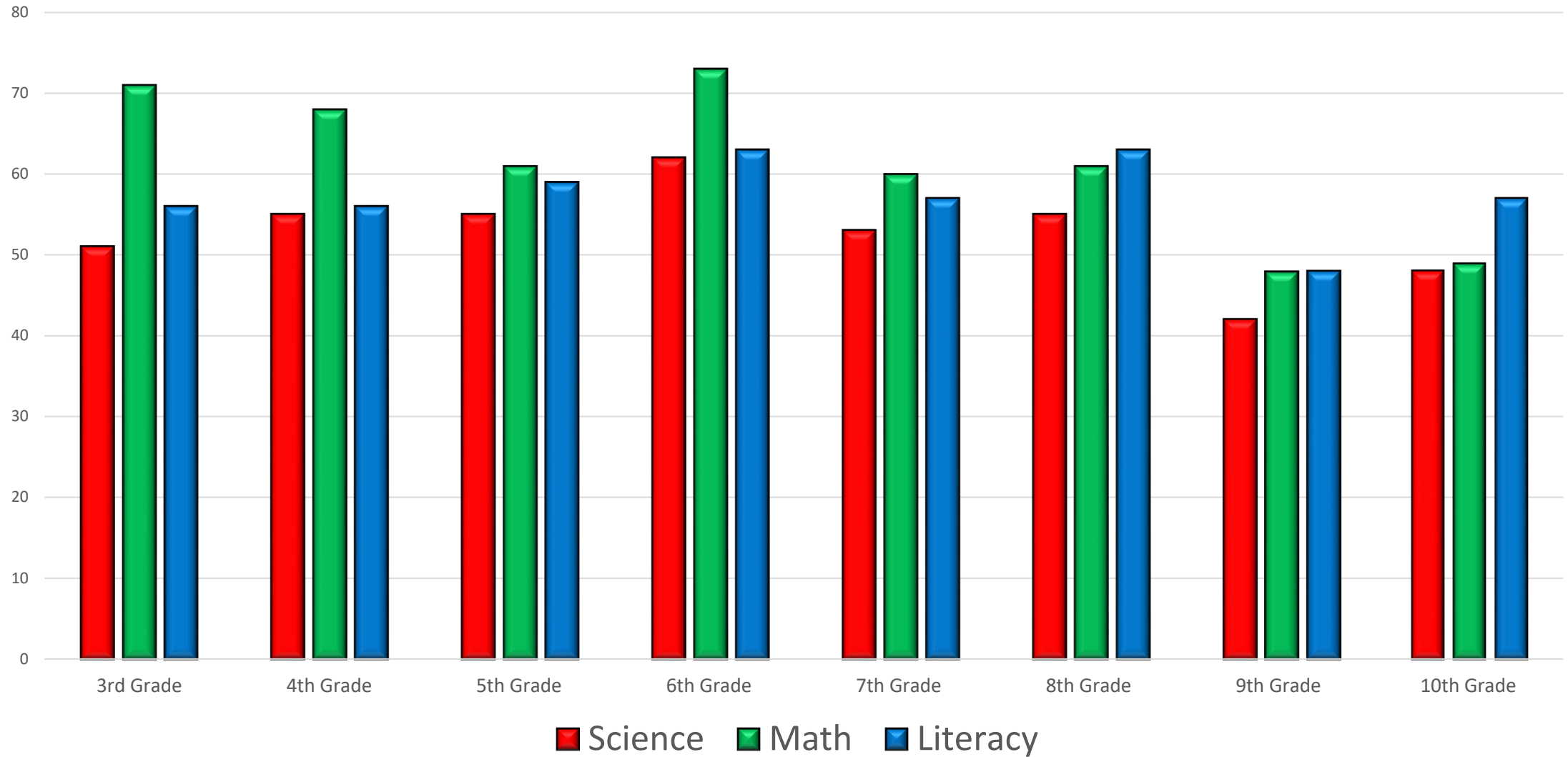
Student Academic Performance

2018-19 National Merit Semifinalists

Most in Arkansas!



2019 Percent of Students Ready/Exceeds

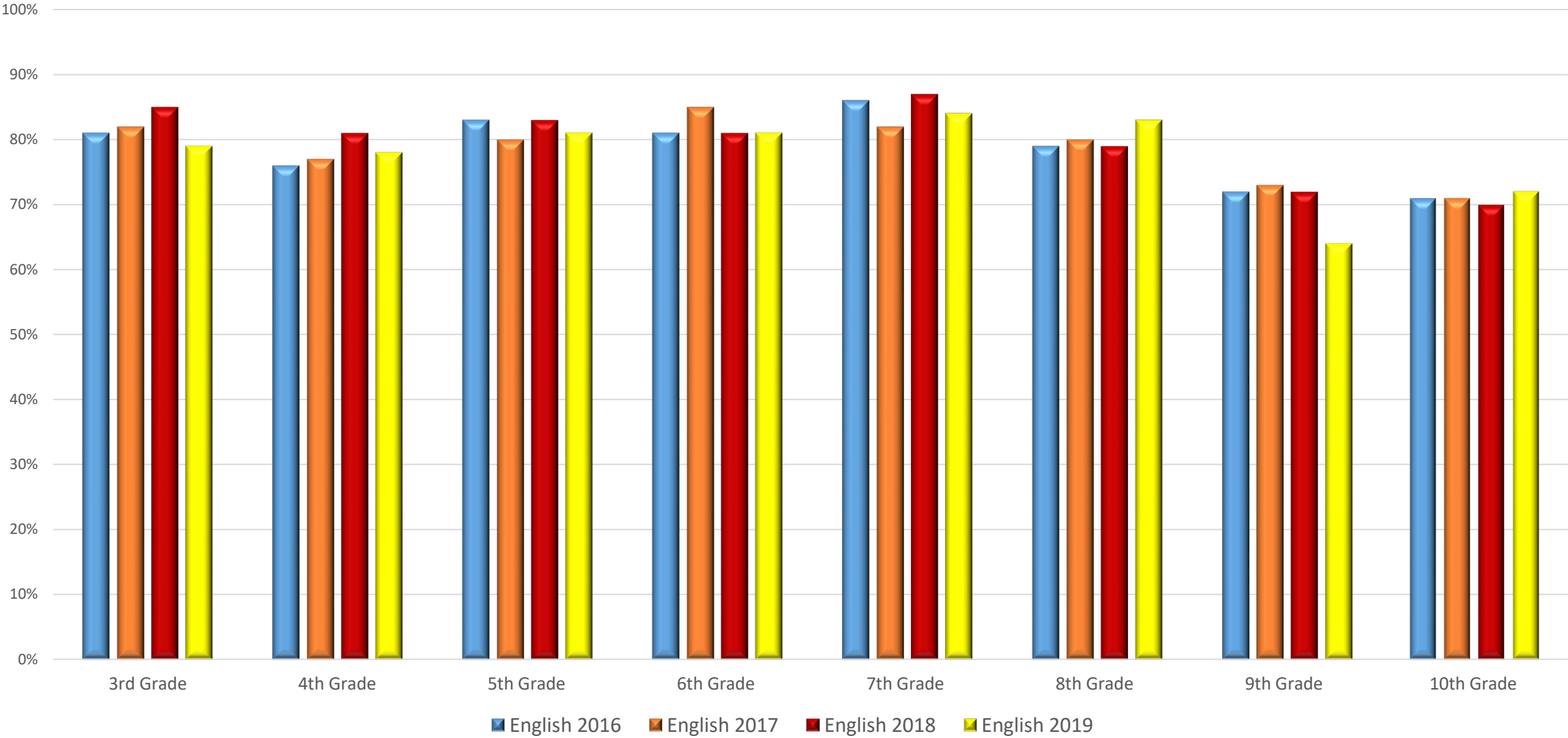


Key Points

In grades 3rd - 7th, **Math** is our strongest subject area.

In grades 8th - 10th, our students score the highest in **Literacy** (Reading, English, Writing).

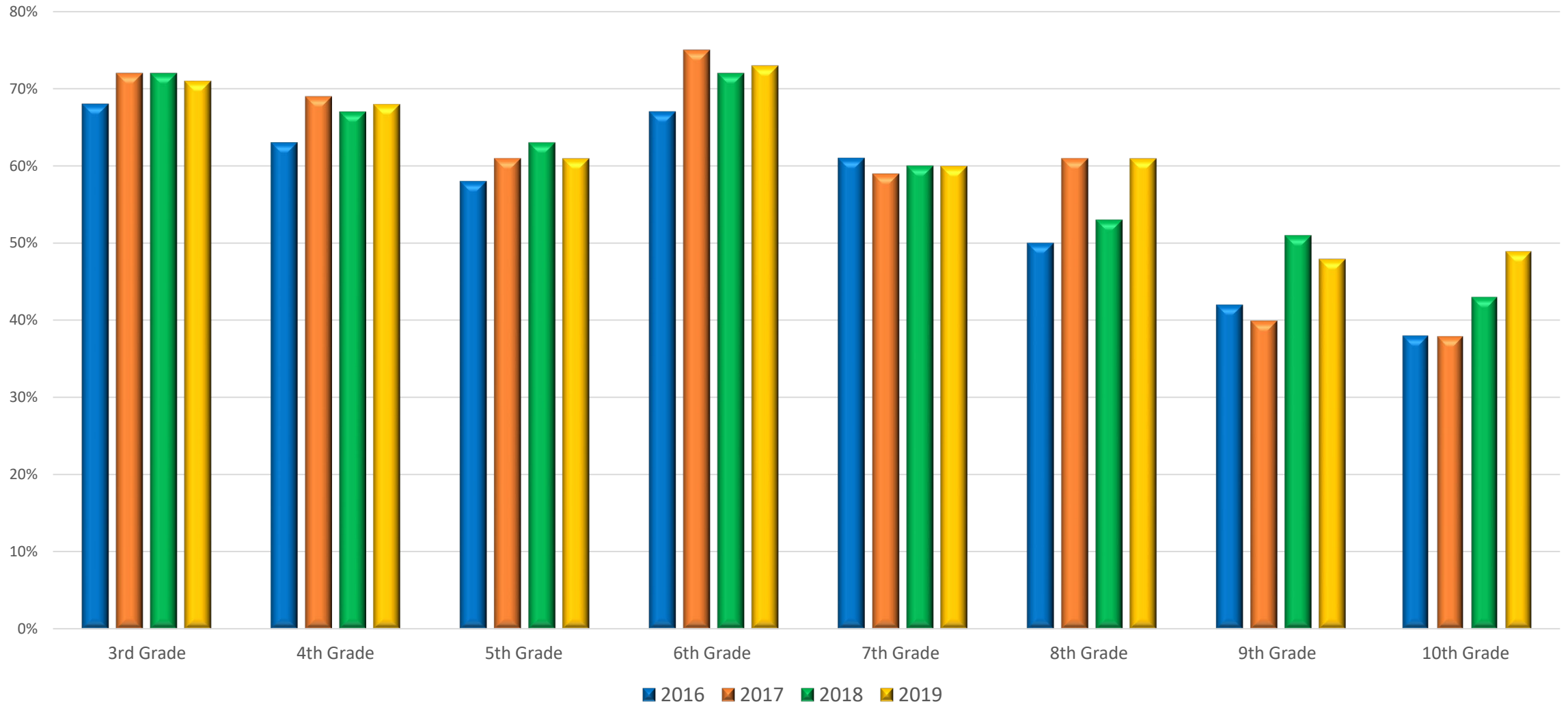
English Scores: 2016-2019



Key Point

English scores have remained steady over the past four years with approximately **80%** of our 3rd through 8th graders scoring proficient.

Math Scores: 2016-2019

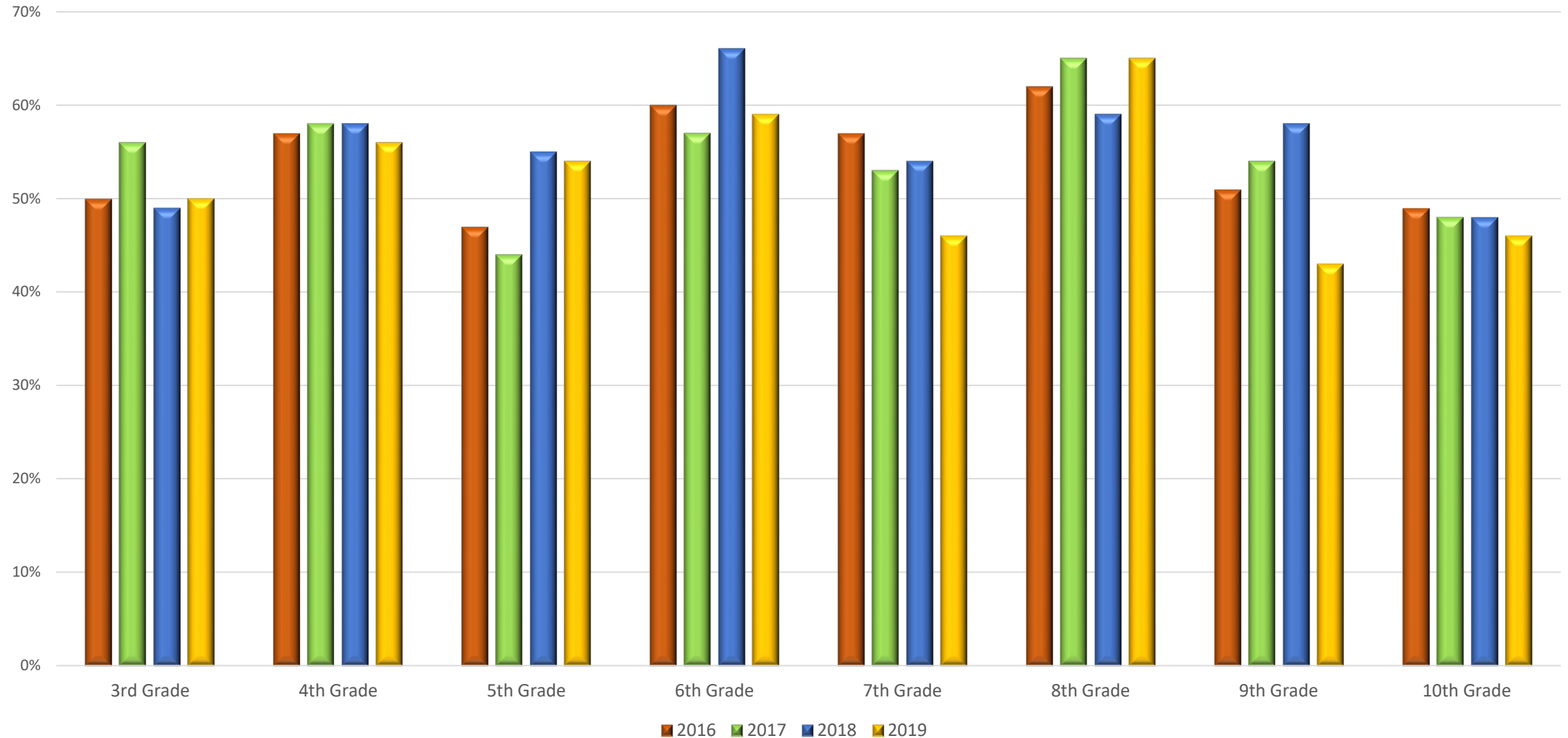


Key Points

Math scores have remained steady in grades 3rd through 7th with over **60%** of students scoring proficient.

In grades 8th through 10th, **math scores have improved** since the first two Aspire tests.

Reading Scores: 2016-2019

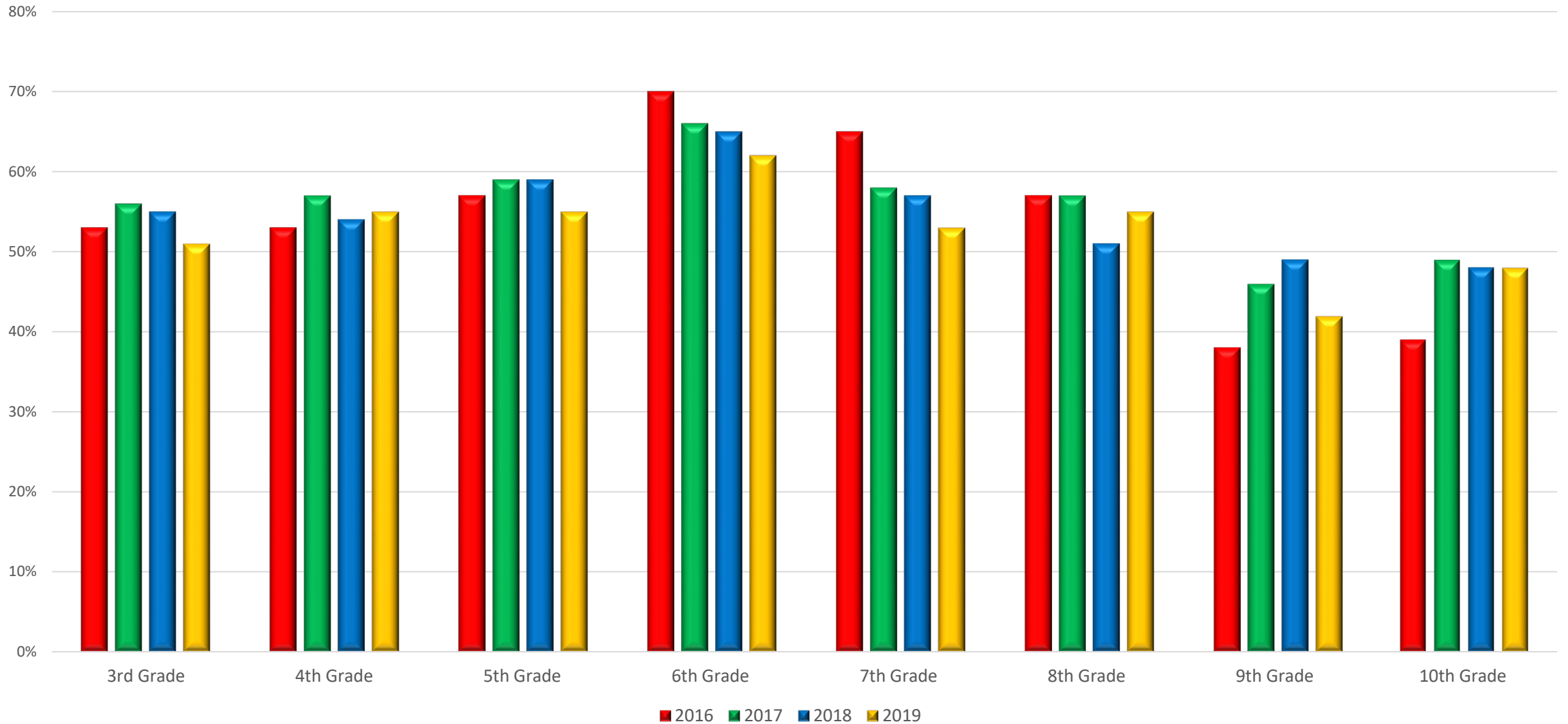


Key Points

Reading scores have **fluctuated** more than any other content area.

More students scored **proficient** in 3rd and 8th grades, but scores dropped in all other grade levels.

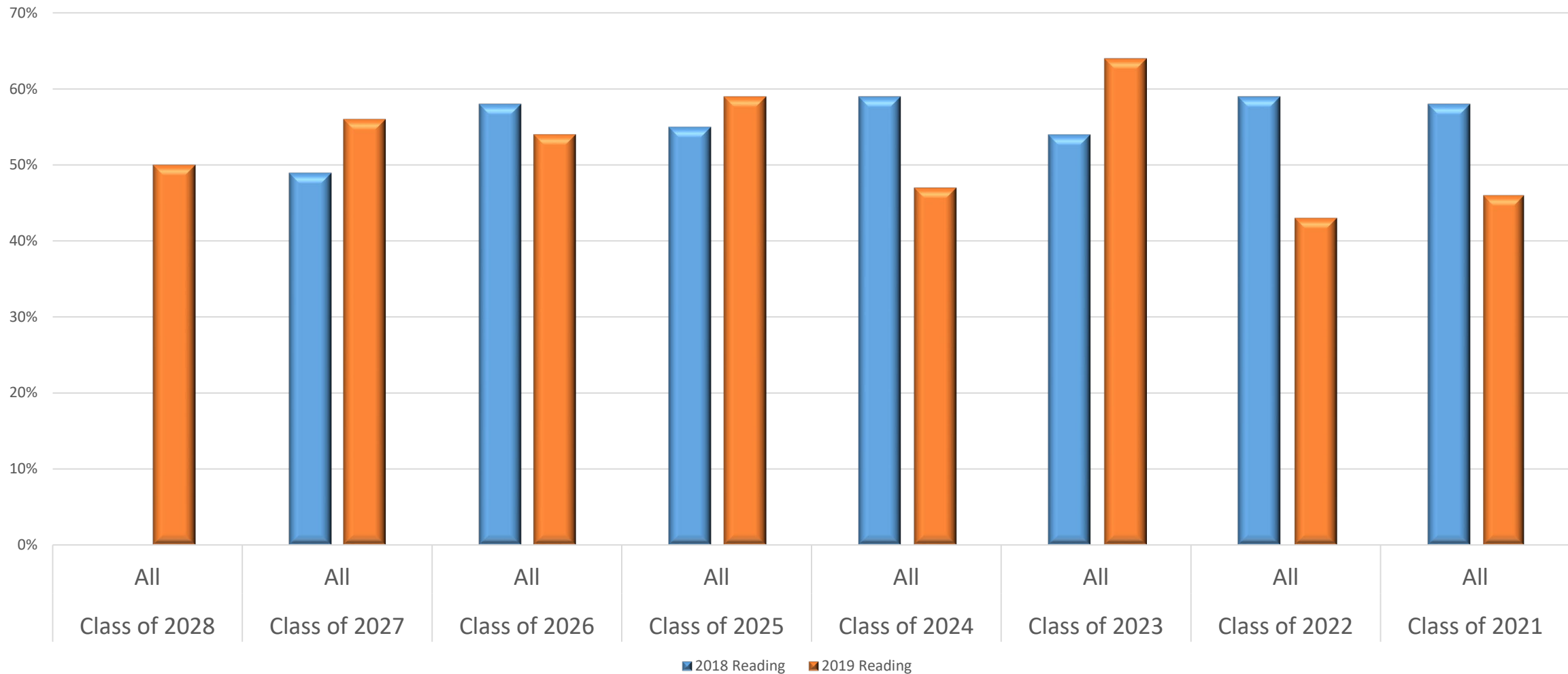
Science Scores: 2016-2019



Key Point

4th and 8th grade were the **only grades** to show improvement in Science scores over last year.

Reading by Cohort

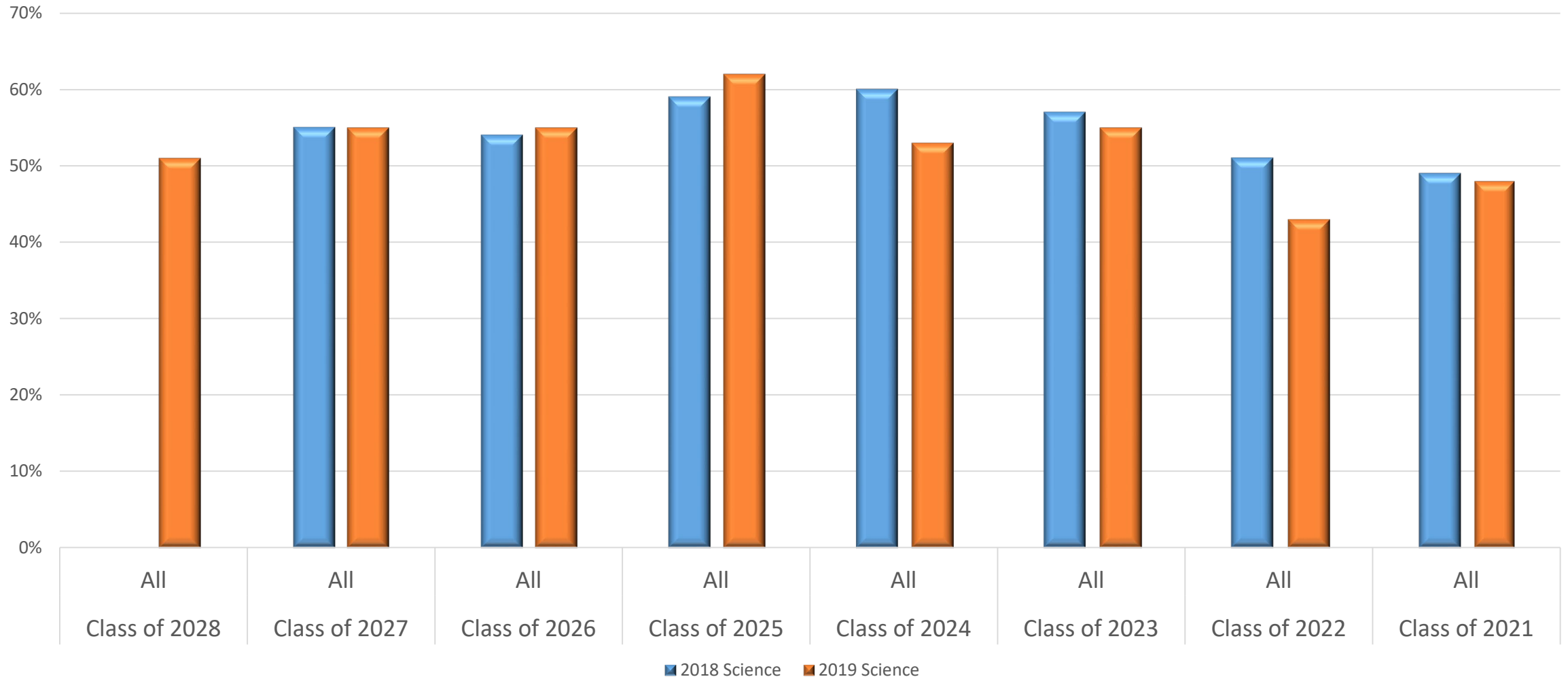


Key Point

Cohorts of students showed improved Reading scores in grades **4th, 6th, and 8th**.

Fewer students were proficient compared to the year before in 5th, 7th, 9th, and 10th grades.

Science by Cohort

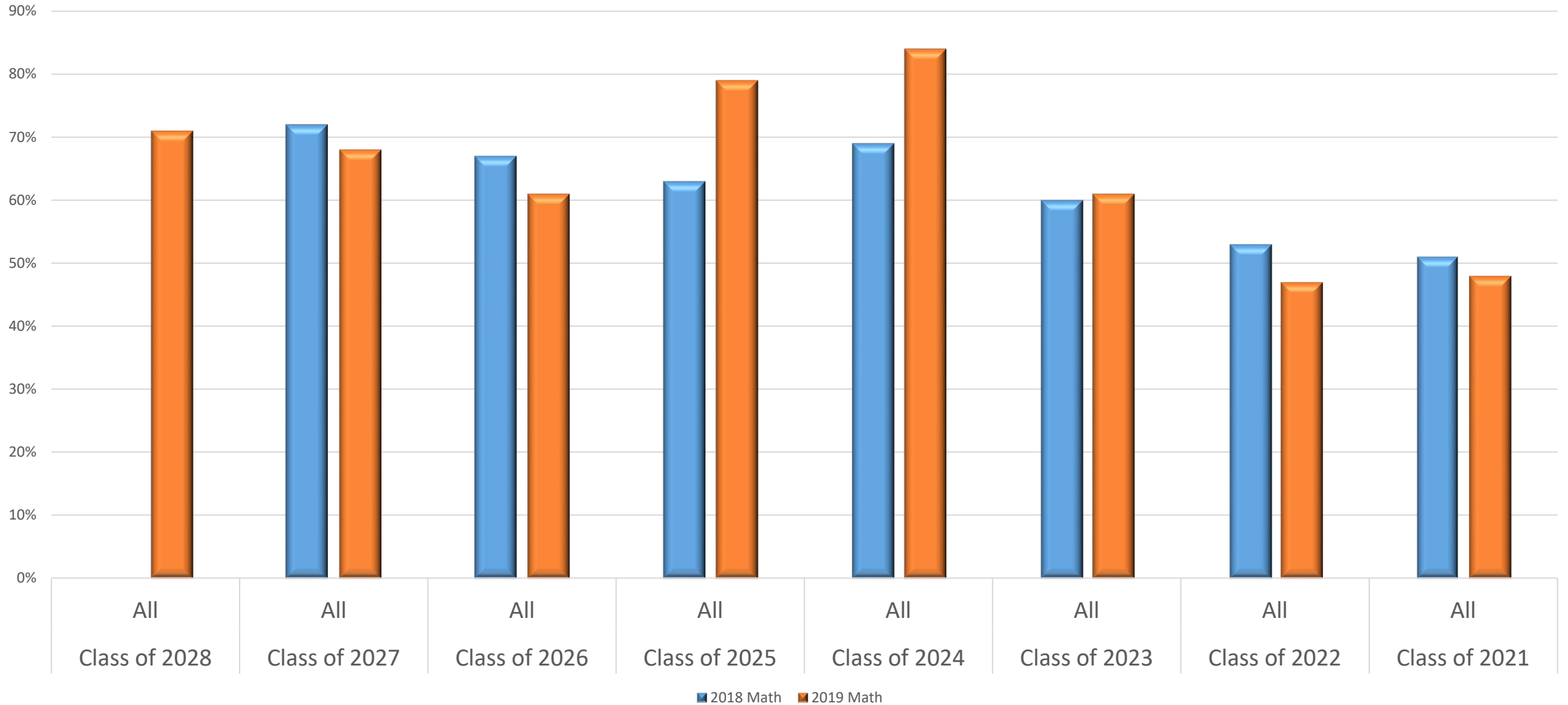


Key Point

Students scored **the same or better** than the year before in 4th, 5th, and 6th grades.

Students scored **lower than the previous year** in the 7th, 8th, 9th, and 10th grades.

Math by Cohort

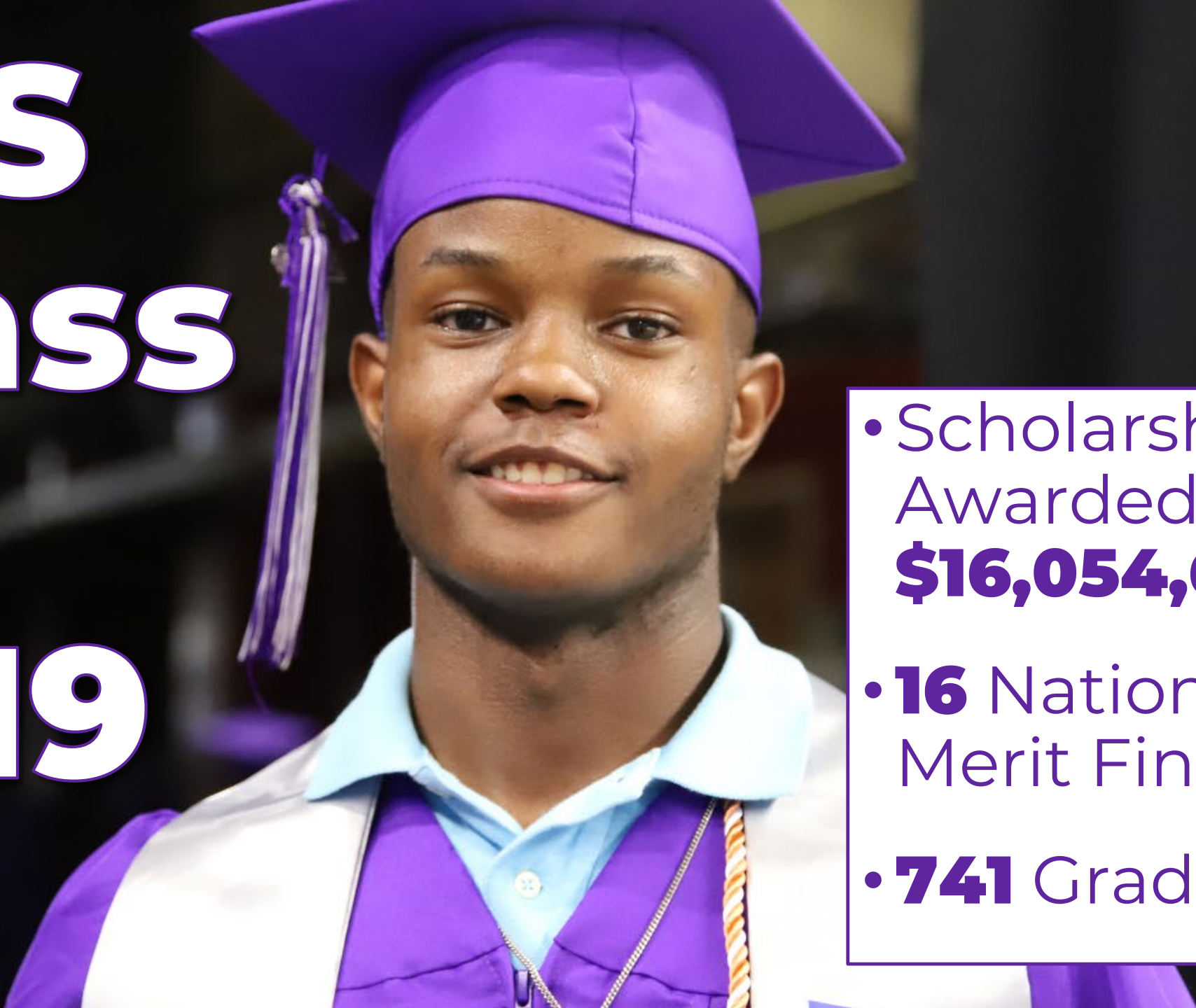


Key Point

Students **scored higher** than the previous year in the 6th, 7th, and 8th grades.

Students **scored lower** than the previous year in the 4th, 5th, 9th and 10th grades.

FPS Class of 2019



- Scholarships Awarded:
\$16,054,630
- **16** National Merit Finalists
- **741** Graduates

The ACT logo is displayed in a large, dark blue serif font. A red swoosh underline is positioned beneath the letter 'A'. A registered trademark symbol (®) is located at the top right of the letter 'T'.

Class of 2019

Average ACT Score	23.06
Top 25 Avg. Score	35
Top 50 Avg. Score	34
Top 75 Avg. Score	33
Top 100 Avg. Score	32



School Level Improvement Plan

Purpose:

To provide district and schools an opportunity to:

- *Reflect upon their school's academic performance*
- *Develop or refine a plan Focus*
- *Establish learning goals for their school*
- *Connected to the district strategic plan goals*
- *Collaboratively, schools Create a specific action plan to implement those goals*
- *Action Plans include Coordination and Integration of human and Financial Resources*

School Level Improvement Plan

Process:

- Every school completes a comprehensive needs assessment based on their school wide data.
- Schools assess indicators of success based off their needs assessment.
- Evidence-based strategies are selected to help schools meet their school-wide plan.
- Strategies include
 - *Actions*
 - *Coordination and Integration of resources*
 - *Timeline*
 - *Success Indicators*

School Level Improvement Plan

Process (con't):

- Title I schools create a budget based on funding determined by their free and reduced lunch count.
- All schools determine how funding sources will be used to continue growth for their school buildings.
- Plans are submitted to the district for review. (May 1)
- FPS School Board Approval (July)
- Final plan approval is at the state level. (August)
- The school level improvement plan is a living document that schools will use throughout the school year to monitor their improvement efforts.



Federal Funding

2018-19 Allocations

Title I: Economically Disadvantaged
\$1,727,703.15

Title II: Improving Teacher Quality
\$241,348.91

Title III: English Language Learners
\$66,894.72

Title I

Purpose:

- Supplemental instruction and academic support for our disadvantaged students
- Allocation: \$1,727,703.15

Uses:

- Building interventions
- Building Professional Learning
- Academic Interventionists





Title IIA

Purpose:

- Improvement of Teacher Quality
- Allocation: \$241,348.91

Uses:

- Professional development for staff
- CGI/ECM/TM Math Training for Teachers
- ELLA/Effective Literacy
- National Science Teaching Conference
- Substitutes to allow for teacher training

Title III

Purpose:

- English Language Learners
- Allocation: \$66,894.72

Uses:

- Supplemental Salaries and Benefits
- Supplemental Translation/Interpretation
- Parental Involvement Services





Alternative Learning

Purpose:

- Alternative Learning Environment
- Allocation: \$949,032

Uses:

- Salaries, benefits, and supplies for the ALLPS program

English Language Learners

Purpose:

- District-wide ESL Program
- Allocation: \$264,316

Uses:

- Supplemental Teacher Salaries and benefits
- Student and Teacher Materials
- Software Licenses for K-12 Literacy & English Language Development

National School Lunch Act

Purpose:

- Academic support for at-risk students in every building
- Allocation: \$2,034,624

Uses:

- Supplemental instructional program licenses for at-risk students
- Supplemental nurses and social workers

Professional Learning

Purpose:

- Support for teachers and administrators for staff development
- Allocation: \$271,884

Uses:

- Staff development expenses
- Transition-related PD





Accreditation

Annual Accreditation Report for 2018-19 was received in May 2019.

Accredited Schools: 16

Accredited Cited Schools: 0

Accredited Probationary
Schools: 0

A blurred photograph of a classroom. In the foreground, the back of a student's head with long brown hair tied in a ponytail is visible. In the background, a teacher with blonde hair is standing and gesturing, and other students have their hands raised. The scene is out of focus, emphasizing the text on the right.

Accreditation Status

Twelve teachers at five different locations were working on Additional Licensure Plans (ALP). Those ALPs were in the following areas:

- Special Education
- Media Specialist
- ELA
- Math
- Career Development
- Theatre

The district received \$32,000 in competitive beverage funding from Coca-Cola, which was used for field trips to the Walton Arts Center and student incentives.



Soft Drink Revenue



Community Involvement

Working closely with our legislators
to build strong relationships



Community Involvement

- Strong volunteer programs in each school
- Annual Outstanding Volunteer Banquet
- Monthly meetings with PTA/PTO presidents to share ideas/feedback





Community Involvement

- Staff involvement with Chamber of Commerce and local civic organizations
- Active partnerships with Walton Arts Center, City of Fayetteville, Fayetteville Public Library, University of Arkansas, Boys & Girls Club, Crystal Bridges, and more



Online Engagement



<i>District</i>	<i>Enrollment</i>	<i>Facebook Likes</i>	<i>Twitter Followers</i>	<i>Instagram Followers</i>
Bentonville	17,225	16,746	6,609	3,241
FPS	10,257	28,848	5,060	3,784
Rogers	15,604	12,831	5,299	2,201
Springdale	21,891	20,307	5,505	3,193

Online Engagement Comparison





FAYETTEVILLE PUBLIC SCHOOLS

Since 1871